



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2009  
Code: 11481385  
SAU: Sanford School Department  
School: Carl J Lamb School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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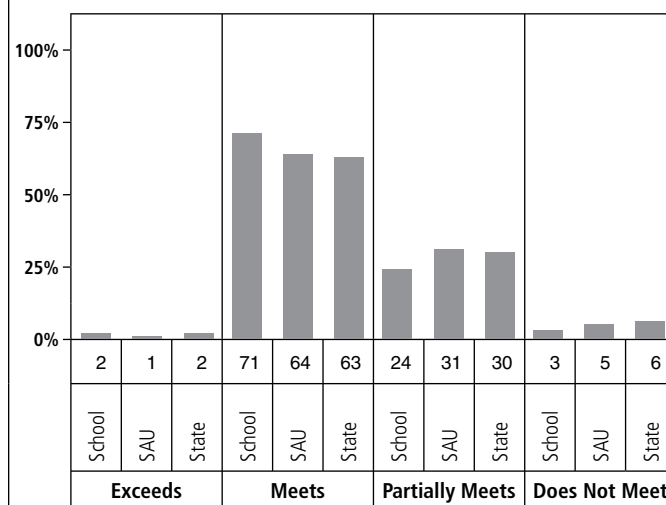
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 3  
SAU: Sanford School Department  
School: Carl J Lamb School

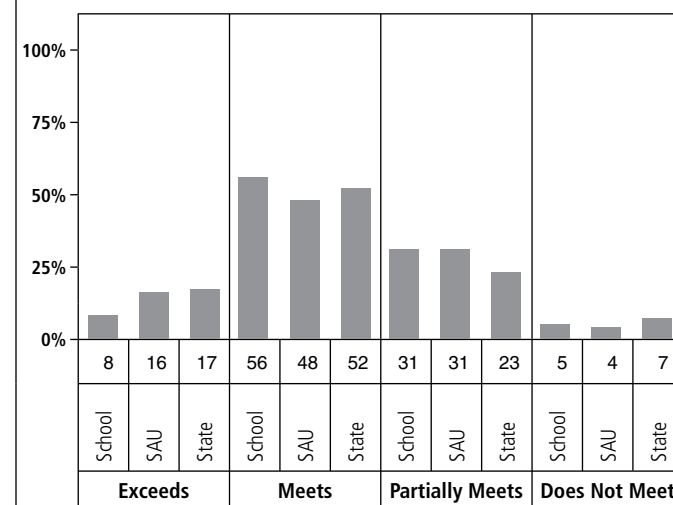
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	345	344	345
2007–2008	344	344	344
<b>2008–2009</b>	<b>345</b>	<b>344</b>	<b>345</b>
Cum. Avg.*	345	344	345
<b>Mathematics</b>			
2006–2007	345	346	347
2007–2008	345	346	347
<b>2008–2009</b>	<b>346</b>	<b>348</b>	<b>348</b>
Cum. Avg.*	345	347	347

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 3  
SAU: Sanford School Department  
School: Carl J Lamb School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	67	100	209	100	13763	100	67	100	208	100	13691	100	67	100	208	100	13691	100						
<b>Ethnicity</b> African American/Black	0	0	3	1	416	3	0	0	3	100	412	99	0	0	3	100	414	100						
American Indian or Native Alaskan	0	0	1	0	102	1	0	0	1	100	101	100	0	0	1	100	101	100						
Asian or Pacific Islander	2	3	6	3	232	2	2	100	6	100	226	97	2	100	6	100	227	98						
Hispanic	1	1	4	2	167	1	1	100	3	75	164	98	1	100	3	75	164	98						
Caucasian/White	64	96	195	93	12846	93	64	100	195	100	12788	100	64	100	195	100	12785	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	13	19	47	22	2414	18	13	100	47	100	2388	100	13	100	47	100	2388	100						
<b>Current LEP</b>	3	4	7	3	420	3	3	100	6	86	413	98	3	100	6	86	417	99						
<b>Economically disadvantaged</b>	39	58	121	58	5887	43	39	100	121	100	5847	100	39	100	121	100	5846	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	51	76	143	68	10316	75	51	76	143	68	10355	75						
Identified disability (PET/IEP)	1	2	4	3	437	4	1	2	4	3	445	4						
LEP	1	2	3	2	192	2	1	2	3	2	193	2						
504 plan	0	0	0	0	83	1	0	0	0	0	83	1						
<b>Participation with accommodations</b>	11	16	57	27	3179	23	11	16	58	28	3152	23						
Identified disability (PET/IEP)	7	64	35	61	1757	55	7	64	36	62	1759	56						
LEP	2	18	3	5	214	7	2	18	3	5	219	7						
504 plan	3	27	3	5	63	2	3	27	3	5	64	2						
Other	0	0	18	32	1192	37	0	0	18	31	1157	37						
<b>Participation through alternate assessment (PAAP)</b>	5	7	8	4	194	1	5	7	7	3	184	1						
Identified disability (PET/IEP)	5	100	8	100	194	100	5	100	7	100	184	100						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	1	1	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	2	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	21	0						
<b>Non-participation – other</b>	0	0	1	0	53	0	0	0	1	0	51	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Sanford School Department  
School: Carl J Lamb School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 362–380)	2006-2007	0	0	0	0	332	2
	2007-2008	0	0	1	0	227	2
	<b>2008-2009</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>262</b>	<b>2</b>
	Cum. Total*	1	1	2	0	821	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 342–360)	2006-2007	45	66	144	65	8691	63
	2007-2008	42	62	147	63	8403	62
	<b>2008-2009</b>	<b>44</b>	<b>71</b>	<b>128</b>	<b>64</b>	<b>8500</b>	<b>63</b>
	Cum. Total*	131	66	419	64	25594	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 332–340)	2006-2007	20	29	60	27	3781	27
	2007-2008	23	34	68	29	4018	30
	<b>2008-2009</b>	<b>15</b>	<b>24</b>	<b>61</b>	<b>31</b>	<b>3985</b>	<b>30</b>
	Cum. Total*	58	29	189	29	11784	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 300–330)	2006-2007	3	4	19	9	1021	7
	2007-2008	3	4	19	8	938	7
	<b>2008-2009</b>	<b>2</b>	<b>3</b>	<b>10</b>	<b>5</b>	<b>748</b>	<b>6</b>
	Cum. Total*	8	4	48	7	2707	7

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	46	100	28.9	62.8	28.2	61.3	28.3	61.5
A1/A2 Interconnected Elements/Literary Text	32	70	20.8	65.0	19.9	62.2	19.9	62.2
A1/A3 Interconnected Elements/Informational Text	14	30	8.1	57.9	8.3	59.3	8.4	60.0

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 3  
 SAU: Sanford School Department  
 School: Carl J Lamb School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	62	1	2	44	71	15	24	2	3	345	200	1	64	31	5	344	13495	2	63	30	6	345
<b>Ethnicity</b>																						
African American/Black	0										3						402	0	40	41	18	339
American Indian or Native Alaskan	0										1						99	0	64	31	5	343
Asian or Pacific Islander	2										6	0	67	0	33	339	222	4	63	25	8	345
Hispanic	1										3						162	0	51	38	10	342
Caucasian/White	59	1	2	41	69	15	25	2	3	345	187	1	63	33	4	345	12610	2	64	29	5	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	3	38	4	50	1	13	339	39	0	26	64	10	339	2194	0	32	50	18	338
No	54	1	2	41	76	11	20	1	2	346	161	1	73	22	4	346	11301	2	69	26	3	346
<b>Current LEP</b>																						
Yes	3										6	0	83	0	17	343	406	0	39	41	20	339
No	59	1	2	41	69	15	25	2	3	345	194	1	63	31	5	344	13089	2	64	29	5	345
<b>Economically disadvantaged</b>																						
Yes	34	0	0	24	71	10	29	0	0	345	114	0	56	38	6	343	5721	1	52	39	9	342
No	28	1	4	20	71	5	18	2	7	345	86	1	74	21	3	346	7774	3	71	23	3	346
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	62	1	2	44	71	15	24	2	3	345	200	1	64	31	5	344	13489	2	63	30	6	345
<b>Gender</b>																						
Female	30	0	0	25	83	4	13	1	3	346	98	0	69	26	5	345	6568	3	67	26	4	346
Male	32	1	3	19	59	11	34	1	3	344	102	1	59	35	5	344	6927	1	59	33	7	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	11	0	0	7	64	3	27	1	9	342	41	0	32	54	15	338	2300	0	39	49	11	340
No	51	1	2	37	73	12	24	1	2	346	159	1	72	25	3	346	11195	2	68	25	4	345
<b>Gifted/talented program</b>																						
Yes	0										0						155	11	87	2	0	354
No	62	1	2	44	71	15	24	2	3	345	200	1	64	31	5	344	13340	2	63	30	6	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Sanford School Department

School: Carl J Lamb School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										2	0	50	50	0	342	5	1	44	39	16	340
B. less than one hour	92	1	2	39	71	13	24	2	4	345	85	1	64	31	4	344	80	2	66	28	4	345
C. one to two hours	8	0	0	3	60	2	40	0	0	344	11	0	62	24	14	344	13	2	61	32	6	344
D. more than two hours	0										1	0	50	0	50	339	3	1	36	45	18	339
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	53	0	0	27	82	4	12	2	6	345	56	0	77	20	3	346	47	3	68	24	4	346
B. good	37	1	4	15	65	7	30	0	0	346	35	2	52	42	5	343	41	1	62	31	5	344
C. fair	10	0	0	2	33	4	67	0	0	341	9	0	38	44	19	340	9	0	51	41	8	342
D. poor	0										1	0	50	0	50	337	2	0	30	51	19	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	29	0	0	13	72	4	22	1	6	345	35	0	60	29	11	343	31	3	63	28	6	345
B. They match some of what I have learned.	50	1	3	23	74	6	19	1	3	346	46	1	72	25	2	346	49	2	68	26	3	345
C. They match just a little of what I have learned.	15	0	0	6	67	3	33	0	0	342	14	0	58	42	0	343	14	1	53	39	7	342
D. There is no match.	6	0	0	2	50	2	50	0	0	343	5	0	40	50	10	342	6	0	43	43	14	340
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	15	0	0	7	78	2	22	0	0	344	19	0	57	34	9	343	18	1	50	38	11	342
B. about the same as my regular schoolwork	58	1	3	24	67	11	31	0	0	346	55	1	68	28	3	346	57	2	68	26	3	346
C. easier than my regular schoolwork	27	0	0	13	76	2	12	2	12	343	27	0	60	32	8	343	25	1	61	31	6	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	11	0	0	4	57	3	43	0	0	343	16	0	45	48	7	341	15	0	38	48	14	340
B. Most of the passages were about the same as what I normally read.	52	0	0	20	63	11	34	1	3	344	46	0	59	38	4	344	48	2	66	29	4	345
C. Most of the passages were easier than what I normally read.	36	1	5	20	91	0	0	1	5	347	39	1	78	14	7	346	37	3	70	23	4	347
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	24	0	0	12	80	3	20	0	0	345	20	0	70	27	3	345	22	3	67	25	4	346
B. 20 minutes to an hour	71	1	2	32	73	10	23	1	2	346	62	1	68	26	5	345	46	2	68	26	4	346
C. less than 20 minutes	2	0	0	0	0	1	100	0	0	340	9	0	41	59	0	343	18	1	56	36	8	343
D. I rarely read at home.	3	0	0	0	0	1	50	1	50	333	9	0	44	44	13	341	14	0	50	40	10	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	29	0	0	14	78	2	11	2	11	345	27	0	59	37	4	344	29	1	56	36	7	343
B. six to ten pages	32	0	0	13	65	7	35	0	0	344	22	0	65	30	5	344	21	2	62	31	5	344
C. eleven or more pages	39	1	4	17	71	6	25	0	0	346	52	1	65	27	6	345	50	3	68	25	5	346
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										50	0	0	100	0	340						
C.	0										25	0	100	0	0	342						
D.	0										25	0	0	100	0	332						

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 3  
SAU: Sanford School Department  
School: Carl J Lamb School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 362–380)	2006-2007	9	13	25	11	1985	14
	2007-2008	7	10	30	13	2277	17
	<b>2008-2009</b>	<b>5</b>	<b>8</b>	<b>33</b>	<b>16</b>	<b>2328</b>	<b>17</b>
	Cum. Total*	21	11	88	13	6590	16
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 342–360)	2006-2007	31	46	111	50	6990	51
	2007-2008	38	57	129	55	6764	50
	<b>2008-2009</b>	<b>35</b>	<b>56</b>	<b>97</b>	<b>48</b>	<b>7045</b>	<b>52</b>
	Cum. Total*	104	53	337	51	20799	51
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 326–340)	2006-2007	22	32	71	32	3673	27
	2007-2008	17	25	58	25	3504	26
	<b>2008-2009</b>	<b>19</b>	<b>31</b>	<b>63</b>	<b>31</b>	<b>3137</b>	<b>23</b>
	Cum. Total*	58	29	192	29	10314	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 300–324)	2006-2007	6	9	16	7	1193	9
	2007-2008	5	7	17	7	1044	8
	<b>2008-2009</b>	<b>3</b>	<b>5</b>	<b>8</b>	<b>4</b>	<b>997</b>	<b>7</b>
	Cum. Total*	14	7	41	6	3234	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	30.5	63.5	31.3	65.2	31.5	65.6
<b>A. Number</b>	<b>20</b>	<b>42</b>	12.1	60.5	12.7	63.5	12.8	64.0
<b>B. Data</b>	<b>8</b>	<b>17</b>	5.9	73.8	6.1	76.3	6.1	76.3
<b>C. Geometry</b>	<b>8</b>	<b>17</b>	5.7	71.3	5.6	70.0	5.5	68.8
<b>D. Algebra</b>	<b>12</b>	<b>25</b>	6.9	57.5	7.0	58.3	7.1	59.2

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009

Grade: 3

SAU: Sanford School Department

School: Carl J Lamb School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	62	5	8	35	56	19	31	3	5	346	201	16	48	31	4	348	13507	17	52	23	7	348
<b>Ethnicity</b>																						
African American/Black	0										3						407	7	37	32	24	338
American Indian or Native Alaskan	0										1						99	7	47	38	7	344
Asian or Pacific Islander	2										6	0	67	17	17	343	223	25	45	24	7	350
Hispanic	1										3						162	6	44	35	15	341
Caucasian/White	59	5	8	33	56	18	31	3	5	346	188	17	47	32	4	348	12616	18	53	23	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	8	0	0	1	13	6	75	1	13	335	40	3	30	60	8	339	2204	6	36	36	22	338
No	54	5	9	34	63	13	24	2	4	348	161	20	53	24	3	350	11303	19	55	21	4	350
<b>Current LEP</b>																						
Yes	3										6	0	83	17	0	347	412	7	37	35	21	339
No	59	5	8	33	56	18	31	3	5	346	195	17	47	32	4	348	13095	18	53	23	7	348
<b>Economically disadvantaged</b>																						
Yes	34	2	6	20	59	11	32	1	3	346	114	10	46	40	4	345	5727	10	48	31	12	343
No	28	3	11	15	54	8	29	2	7	346	87	25	51	20	5	351	7780	23	55	18	4	351
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	345
No	62	5	8	35	56	19	31	3	5	346	201	16	48	31	4	348	13501	17	52	23	7	348
<b>Gender</b>																						
Female	30	2	7	17	57	9	30	2	7	346	98	14	50	30	6	347	6568	16	52	24	8	348
Male	32	3	9	18	56	10	31	1	3	347	103	18	47	33	2	348	6939	18	53	22	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	11	0	0	5	45	5	45	1	9	340	41	0	29	63	7	338	2300	4	43	39	14	340
No	51	5	10	30	59	14	27	2	4	348	160	21	53	23	3	350	11207	20	54	20	6	350
<b>Gifted/talented program</b>																						
Yes	0										0						155	73	26	1	0	368
No	62	5	8	35	56	19	31	3	5	346	201	16	48	31	4	348	13352	17	52	23	7	348

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 3

SAU: Sanford School Department

School: Carl J Lamb School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										2	0	50	50	0	340	5	9	38	32	21	340
B. less than one hour	92	3	5	32	58	18	33	2	4	346	85	15	49	32	4	347	80	19	54	22	5	349
C. one to two hours	8	2	40	1	20	1	20	1	20	348	11	29	38	24	10	349	13	16	51	24	9	347
D. more than two hours	0										1	50	0	50	0	351	3	6	31	39	24	337
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	32	3	16	12	63	4	21	0	0	351	44	27	52	19	2	352	40	25	51	17	7	351
B. good	55	2	6	19	58	10	30	2	6	345	43	11	49	34	6	346	45	14	56	24	6	348
C. fair	10	0	0	2	33	3	50	1	17	339	10	0	32	63	5	339	12	7	49	34	10	343
D. poor	3	0	0	0	0	2	100	0	0	331	2	0	25	75	0	339	3	3	35	43	20	337
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	35	1	5	14	64	6	27	1	5	348	44	20	48	26	6	349	38	23	52	19	5	351
B. They match some of what I have learned.	45	1	4	18	64	7	25	2	7	344	39	14	58	25	4	348	45	16	56	22	6	348
C. They match just a little of what I have learned.	19	3	25	3	25	6	50	0	0	349	14	12	24	64	0	344	12	10	45	33	12	343
D. There is no match.	0										3	0	50	50	0	341	5	5	35	38	22	338
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	18	2	18	1	9	8	73	0	0	344	14	12	12	76	0	342	17	8	45	34	13	342
B. about the same as my regular schoolwork	61	3	8	23	62	8	22	3	8	347	58	17	54	23	6	348	59	19	55	21	5	350
C. easier than my regular schoolwork	21	0	0	11	85	2	15	0	0	348	29	17	52	27	4	349	24	20	51	21	8	349
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	7	0	0	1	25	2	50	1	25	334	7	0	23	69	8	335	15	8	41	35	15	341
B. 30–45 minutes	23	1	7	8	57	4	29	1	7	345	21	10	49	33	8	345	29	16	54	23	6	348
C. 45–60 minutes	12	0	0	3	43	3	43	1	14	340	21	15	44	36	5	347	32	21	55	19	5	350
D. more than 60 minutes	58	4	11	22	63	9	26	0	0	350	50	23	54	22	1	351	25	21	53	20	6	350
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	7	1	25	3	75	0	0	0	0	353	8	7	21	57	14	338	6	6	33	39	23	337
B. two or three days a week	31	1	5	12	63	6	32	0	0	346	17	13	61	26	0	349	12	15	55	22	8	348
C. two or three times each month	26	2	13	8	50	5	31	1	6	347	33	25	46	28	2	350	26	20	56	19	5	350
D. never or almost never	36	0	0	12	55	8	36	2	9	343	43	13	49	33	6	346	56	18	52	23	7	348
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	59	4	11	15	42	14	39	3	8	345	41	12	43	36	9	345	37	14	51	27	9	346
B. two or three days a week	25	1	7	11	73	3	20	0	0	350	33	31	58	12	0	354	27	20	55	19	6	350
C. two or three times each month	10	0	0	5	83	1	17	0	0	344	13	4	50	46	0	345	19	22	53	19	6	350
D. never or almost never	7	0	0	3	75	1	25	0	0	347	13	9	39	48	4	344	18	15	51	26	8	347
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	0										50	0	50	50	0	341						
C.	0										25	0	0	100	0	340						
D.	0										25	0	0	100	0	338						